



UNIVERSITY OF  
MAINE At  
FARMINGTON

## COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

### LESSON PLAN FORMAT

**Teacher's Name:** Mr. Hathaway **Lesson #:** 4 **Facet:** Self Knowledge

**Grade Level:** 9-12 **Numbers of Days:** 5

**Topic:** American Revolution

#### **PART I:**

#### **Objectives**

**Student will understand** that there were very many pivotal points in the Revolution in shaping America

**Student will know** *Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington*

**Student will be able to do** *recognize that America was shaped through many pivotal points during the Revolution*

**Product:** *Movie Trailer*

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**

**Rationale:** Students will rely on self knowledge to reflect and see if they can figure out the different points that shaped America while stepping into the shoes of others.

#### **Assessments**

### **Formative (Assessment for Learning)**

**Section I – checking for understanding strategy during instruction** *To keep my students engaged we will play a ball game where I pass it to them and have them rattle off favorite fact, concept or theme, I may ask them questions as well to check for understanding.*

**Section II – timely feedback for products (self, peer, teacher)** The feedback will be teacher peer. Students will rely on their classmates to help them out and keep them on track.

**Summative (Assessment of Learning):** Create a trailer or video log about different points that impacted the Revolution.(1781) Students will make a video trailer advertising for the Revolution. This should have content from what we learned and discuss the impacts of the revolution. If someone had no idea what the Revolution was by the end of the trailer they should have a good idea. They should know that there were many different influences and points of view and it was more than a tea party. This is another open ended assignment, but the goal is to help the students convey information in a creative way.

### **Integration**

**Technology (SAMR):** Students will be on the modification part of the SAMR levels. This is because

**Content Areas: English:** Writing scripts for their trailers. This will also help with their public speaking skills.

### **Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be making a sequence chart on the board as a class so this will allow some group work. The students will also go through a series of questioning.

**Section II – Groups and Roles for Product** The students will be able to evaluate each other in groups and will be allowed to do some stuff on the board.

### **Differentiated Instruction**

### **MI Strategies**

**Verbal:** Verbal learners can express thoughts in the checking for understanding game.

**Logic:** Logical learners will be able to review themselves and think critically about all of the concepts.

**Visual:** The graphic organizer will help students put thoughts into perspective.

**Musical:** In the movie trailer they can incorporate music from the time period in the background.

**Kinesthetic:** Students will be engaged in the ball game during the checking for understanding.

**Intrapersonal:** This project can be done alone or with peers.

**Interpersonal:** The evaluation will allow students to work in small groups and discuss where to go next.

**Naturalist:** These students will be able to be outside and look at different places where woman, slaves and Native Americans may have done some of their activities.

### **Modifications/Accommodations**

**From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:** Refer to syllabus.

### **Extensions**

**Technology (SAMR): Gifted Students:** will be uploading their videos trailers to a website to get a critique from classmates or other students.

### **Materials, Resources and Technology**

*List all the items you need for the lesson.*

Laptops/iPads

Headphones

Graphic organizer

Printed readings

Projectors

### **Source for Lesson Plan and Research**

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=5> Has a list of people and biographies to give all information about any of the people.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=4> Timeline of events and significance of each event.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=6> Has some music ideas that students can use.

<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=11> Text books and handouts.

[http://www.eduplace.com/graphicorganizer/pdf/tchart\\_eng.pdf](http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf) Graphic organizer  
[http://edu221resources.wikispaces.com/file/view/cooperative\\_learning\\_strategies.pdf](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf) Cooperative learning.

## **PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

**Describe your classroom arrangement:** Classroom arrangement will consist of students in small groups sitting in a square. I will be able to see everyone from my desk or the front of the room.

### **Agenda (include days and times)**

Day 1 Self Reflections on pivotal points in their lives. 40 mins to free write and share.

Ball Game to check for questions and get a guiding idea of where to go next with the lesson. (20 mins)

Exit discussion 20 mins

**Assignment:** Bulleted list of what they think makes America so Great

Day 2

Go over sequence Charts and start filling them out. 40 mins

Class activity that relates to sequence 40 mins

**Assignment:** Read over handouts and come with questions.

Day 3

Discussion on Concepts and work on self reflections. 20 mins

Slideshow. 50 mins

Check for understanding. 10 mins

**Assignment:** Work on the projects

Day 4

Work on assignment 80 mins

**Assignment:** Continue working on project.

Day 5 Presentations and Reflections.

**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)

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### **First Paragraph**

*Students will understand that there were very many pivotal points in the Revolution in shaping America. Students need to be able not only to know, but to reflect and understand the causes and effects of the Revolution. Students understand major eras, major enduring themes and historic influences in the*

*United States and World history including the roots of democratic philosophy, ideals and institutions in the World. To hook the students we will discuss how we can't know where to go if we can't answer the question why. This lesson will help us look at the Revolution and look at causes and effects and why what happened is significant to us and not just the past. They will be hooked by relating things from the past to the present and future.*

**Where, Why , What, Hook Tailors:** Verbal, Visual, Kinesthetic, Musical

Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events. See content notes for further instruction. Students will use a sequence chart to put events in perspective and be able to reflect on the Revolution. They will do this to figure out what events are significant and which ones they don't need to touch upon. The Sequence chart is mostly to put ideas and facts into perspective. The peer discussions will allow students to work together to combine a wide variety of ideas.

**Equip, Explore, Rethink, Tailors:** Logical, Visual, Interpersonal, Intrapersonal, Naturalist.

Students will be able to recognize that America was shaped through many pivotal points during the Revolution. I will facilitate this learning process through a variety of different in class exercises that keep them engaged and ready to critically think. The final product of a video log will allow students to take a creative approach of making a movie trailer to express the knowledge they have gained throughout the course. Students will be doing the assignment portion on their own so I do not have to group them, but for peer review it will depend on class dynamics on which method I choose to use to group them. The roles will be simple one will critique the other will listen then they will flip flop. I will use a checklist to make sure the students have put the information necessary on them to help them learn the content better. This should allow me to check their progress and make sure they will be able to complete the final assessment

**Experience, Revise, Refine, Tailors:** Logical, Interpersonal, Intrapersonal, Naturalist, Visual.

#### **Fourth Paragraph**

I will provide feedback via checklist as well as during class time I will walk around and make sure everyone is on task and getting everything done.

This is the final assignment so it will not build on anything except for the final WebQuest.

**Evaluate, Tailors:** Logical, Visual, Interpersonal, Verbal

#### **Teacher Content Notes**

*Students will know about French Indian War, Sugar Act, Stamp Act, Tea Party, Boston Massacre, Association, Battle of Bunker Hill, Battle of Ticonderoga, Battle of Lexington and Concord, Thomas Paine, John Locke, Patriots, Loyalist, Sons of Liberty, Paul Revere, King George, George Washington and sequence and timeline of events.*

#### Boston [Tea Party](#)

-Students will use this site to watch videos and read different stories of the Boston Tea Party. They will compare the readings from handouts in class to the different information they gain from the information

they get from the readings and videos on this website. The information gained here will help them distinguish fact from fiction.

### [Paxton Boys](#)

This link will help students gain knowledge on the Paxton boys to read a little about who they were and what they did and why they may be significant.

Stamp Act, Sugar Act [and Tea Act](#) Slavery, French Indian War

-Students will use this site to gain insight into the different events leading up to the Revolution. This will allow them to gain insight on what exactly the act was and when it happened. They will have enough background information that they can put it into perspective and use it later on in their project to discuss why the economy may have been affected the way it was and how people may have reacted to the different scenarios that happened. The web sight has each Act hyperlinked so they can read the actual document. The hyperlink will also allow students to figure out information on the events that may have taken place during these times as well.

### [Sons of Liberty](#)

This is a little extra reading and background information given for an assignment for extra readings and will help them practice drawing important facts from resources.

### **Error! Hyperlink reference not valid.**

This link will allow students to gain any background information that they need to learn about significant people to help with their movie trailers or timelines.

### **Handouts**

*N/A for organizer and Understandings*

Any notes

Any readings.

### **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

**Clipboard:** *There is a set schedule so clipboards will like the fact they know what they will be doing and when they are expected to have it done.*

**Microscope:** *The need to ask why and look for a reason will be good in classroom discussion and critical thinking.*

**Puppy:** *Classroom environment will be very comfortable and they will be able to work with peers if needed*

**Beach Ball:** *Beachballs will have more fun with the project aspect because it is pretty open ended as far as what they are limited to for the project and what they can include. They just need to hit the target areas.*

**Rationale:** This lesson plan follows each of the learning styles for students to be able to learn effectively and for each student to have a voice in the conversations and contribute in their own ways without coming out of their comfort zones.

**Standard 6 - Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Formative:** We will be doing the ball game where I pass students the ball and they share different facts, ask questions or anything else they would like to know or clear up about the unit. This will be interactive and help different types of learners.

**Summative:**

**Movie Trailer (1781)** Create a trailer or video log about different points that impacted the Revolution. Students will make a video trailer advertising for the Revolution. This should have content from what we learned and discuss the impacts of the revolution. If someone had no idea what the Revolution was by the end of the trailer they should have a good idea. They should know that there were many different influences and points of view and it was more than a tea party. This is another open ended assignment, but the goal is to help the students convey information in a creative way.

**Rationale:**

*This Lesson includes different assignments from work that will be graded and some that is ungraded. The summative assessment will assess use of technology and content knowledge and the other assessments cover participation and stepping stones along the way*

***Standard 7 - Planning Instruction.*** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

***Content Knowledge:*** Students will understand that there were very many pivotal points in the Revolution in shaping America.

***MLR or CCSS or NGSS***

**Maine Learning Results**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, themes, and patterns

**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"

Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

***Facet:*** Self Knowledge

***Rationale:***

***Standard 8 - Instructional Strategies.*** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

***MI Strategies:***

***Verbal:*** Verbal learners can express thoughts in the checking for understanding game.

***Logic:*** Logical learners will be able to review themselves and think critically about all of the concepts.

***Visual:*** The graphic organizer will help students put thoughts into perspective.

***Musical:*** In the movie trailer they can incorporate music from the time period in the background.

***Kinesthetic:*** Students will be engaged in the ball game during the checking for understanding.

***Intrapersonal:*** This project can be done alone or with peers.

***Interpersonal:*** The evaluation will allow students to work in small groups and discuss where to go next.

***Naturalist:*** These students will be able to be outside and look at different places where woman, slaves and Native Americans may have done some of their activities.

***SAMR:*** Redefinition, Trailer



**Rationale:** Each lesson tries to tend to a different learner and their needs all learners are different so the more you incorporate the better.

### ***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** *I chose all of these because it is good to try to assess or tap into many of these. I try to reflect on all of these through the classwork, project and lesson.*

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** *A,B,C,D all of these are targeted by students in this lesson because of the technology use and structure in the classroom. Students are taught how to use it and in what way to use in efficiently but can be creative with the process.*